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STAKEHOLDERS' SURVEYS



Optimal Performance, Inc.

9105 Copperfair Lane Tallahassee, FL 32317 • 850-216-1061 • OPI@tallynet.com

Executive Summary

Stakeholders' Surveys 2009-2010

To address the technological and learning needs within its rapidly growing and changing student population, the State of Florida has supported the development of the Florida Virtual School (FLVS), an Internet-based school which has continually been at the forefront of online learning. Since its inception in 1997 when the FLVS had 77 enrollments, the school has evolved both in offerings as well as in number of students served. FLVS had over 212,000 ½ credit course enrollments for the 2009-10 school year. One key to FLVS' enormous success has been its active participation in obtaining and understanding data from its various customers and then using that data to make changes within the organization. Such a process ensures that the organization stays current with client needs and that areas of weakness are identified. Florida Virtual School has as its customers – students (both those who complete and those who exit early), parents, school officials and district personnel.

For the 2009-10 school year, FLVS contracted with Optimal Performance, Inc. to conduct a Student Survey, an Exit Survey (for students who withdraw) a Parent Survey, a School Survey, and a District Survey in order to gather data about the quality of FLVS services. This Executive Summary provides a quick overview of some of the areas reviewed in the survey reports including FLVS staff, course rigor and quality, and overall quality. Please note, five detailed reports follow, providing analyses of each of the survey responses.

Table 1 below shows the response rate received for each of the instruments. FLVS had a 52% return rate from its district contacts, a 19% response from school personnel, 39% from students on Part 1 of their survey and 46% from Part 2, and a 25% completion rate from parents on Part 1 and 27% on Part 2. During the 2007-08 school year, the student and parent survey distribution methodology changed dramatically from previous years. Part 1 or the Student and Parent Completion Surveys are now provided to students and parents automatically, and only once annually, at the end of students' first completed FLVS course. The Part 2 surveys, also known as the Student 65% Survey and Parent 65% Survey are conducted automatically when students reach 65% completion in each of their FLVS courses. Thus, students and parents may take this survey multiple times if a student is enrolled in more than one FLVS course during the school year. The automated methodology was in response to the fairly low 2006-07 return rates for both parts of the Parent Survey and Part 1 of the Student Survey which had yet to be automated. The side-by-side comparison of these figures shows that while FLVS continues to have success in comparison to the return rate from the 2006-07

numbers, there seems to be a drop in the figures for the past two years. Investigation into the cause for this drop is warranted, and will be conducted in a combined effort from OPI and FLVS. Table 1 also shows the response rate for the Exit Survey which, at 38%, was the highest return rate since this survey's inception in 2007-08.

Table 1
FLVS Survey Response Rate

Survey	Number Sent	Number Completed	Return Rate (2009-10)	Return Rate (2008-09)	Return Rate (2007-08)	Return Rate (2006-07)
District	67	35	52%	34%	31%	49%
School	5,855	1110	19%	16%	16%	17%
Student Part 1	84,957	33,007	39%	47%	60%	5%
Student Part 2	197,627	91,272	46%	56%	91%	75%
Parent Part 1	37,033	9,325	25%	23%	43%	17%
Parent Part 2	137,658	37,405	27%	32%	66%	Not available
Exit	95,178	35,724	38%	32%	34%	Not available

The following sections highlight survey responses in three areas:

- FLVS Staff
- Course Rigor and Quality
- Overall Quality

For more detailed information on each of the stakeholder surveys, please see the individual survey reports found following this summary.

FLVS Staff

I thought that getting in touch with my teacher would be difficult because of the number of students she has, but it's the complete opposite.

Communication with my teacher is excellent!!!

(FLVS Student)

Mrs. Medley is a phenomenal teacher who truly cares about helping her students. She has done her best to make sure that I, and I'm sure the rest of her students, understand our lessons to the highest of our abilities.

(FLVS Student)

Recently she called on a Sunday evening to check up on my son because he was doing well on all assignments but not on the tests. Through her working with him she realized his use of a calculator online was what was causing him to get the wrong answers.

(FLVS Parent)

Mrs. Greer has been a warm, encouraging, positive influence in Raven's academic life. She has helped solidify Raven's interest in science as a career, and will undoubtedly be one of those teachers Raven will always remember.

(FLVS Parent)

I have had excellent response from the guidance department and from teachers. I sometimes think I speak with FLVS teachers more than those in my building! Jessie has been great to answer questions and is timely in responding!

(School Guidance Counselor)

Table 2 highlights questions in each of the five surveys that provide feedback on the quality of service provided by FLVS staff. Responses are provided for each of the past seven years' data so readers can detect any trends and/or possible issues. Please note it is important to understand when looking at trends over the past seven years that, in some instances, the survey question changed to reflect an organizational shift. These survey items are designated with an asterisk (*). Overall, stakeholders indicate a high level of satisfaction regarding their interactions with FLVS staff. In fact, for each of the survey items shown below, with the exception of one from the District Survey, there is an across-the-board increase in the level of satisfaction from the 2008-09 survey. This is a rather impressive finding, given that the satisfaction ratings were already quite high.

Ninety-five percent of district contacts indicate they receive sufficient support from their primary FLVS contact and 96% of school administrators rated their FLVS contact as “excellent” or “good,” up from 85%, 93%, and 95% in the three years prior. In 2004-05, the School Survey was modified to include information from both school administrators and guidance counselors. Additionally, the survey was designed so that individuals only answered questions related to their job scope. So the jump in ratings from 2004-05 and beyond on the School Survey item pertaining to e-Learning Managers’/School Counselors’/Primary FLVS Contact’s support may have been a result of the change in survey process, as well as some of the FLVS organizational changes alluded to above. Regardless, the survey responses provide evidence that school-level personnel are receiving high quality support, and this has been a consistent finding for years. Additionally, individuals representing the district rate FLVS high on support, these numbers had been on a downward trend since 2004-05, but this year and last the numbers appear to be rebounding.

When asked about teacher communication and quality of services, the data reveal a consistent level of satisfaction among parents and students over the course of several years. Satisfaction levels for students who exit their course prior to completion, while high, are lower than the ratings provided by FLVS parents and students who finish their course. The percentage of students rating the teacher/student communication as either “excellent” or “good” has remained around 90% since 2003 and has continued to inch upwards with 93% of this year’s students giving teacher/student communication positive ratings. Though, in 2007-08, the percentage of parents rating communication as “excellent” dropped quite a bit from the previous year, this year the numbers continue to be on the rise again, moving from 49% in 2007-08 to 54% in 2008-09 and 57% in 2009-10. All other items pertaining to communication have remained high. For instance, the majority of students (those who complete and who withdraw) and parents agree that FLVS teachers show a special interest in their students. Also, the majority from all three groups indicate that teachers respond to content questions within 24 hours. In 2007-08, a question about the usefulness of the “welcome call” that teachers are required to provide to students and their parents was added to the Parent Survey. Parents continue to find this required communication quite helpful, with 70% of respondents indicating the call was “very beneficial” and 25% saying the contact was “somewhat beneficial.”

Table 2
FLVS Staff

Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08	Percent 08-09	Percent 09-10
District	* Do you receive sufficient support from your FLVS e-Learning Manager/ Counselor/Primary FLVS Contact?	Yes No	92% 8%	100% 0%	96% 4%	89% 11%	85% 15%	96% 4%	95% 5%
School	* Please rate the level of service you receive from your FLVS e-Learning Manager/School Counselor/Primary FLVS Contact.	Excellent Good Fair Poor NA	29% 14% 1% 2% 55%	28% 20% 4% 1% 47%	40% 23% 1% 0% 36%	57% 21% 2% 3% 18%	58% 35% 5% 2% 2%	58% 37% 4% 1% 1%	65% 31% 3% 1% 1%
Student	Communication with the teacher of this course is/was:	Great Good Fair Poor	53% 37% 8% 2%	59% 33% 7% 1%	50% 39% 9% 2%	53% 37% 8% 1%	54% 37% 8% 1%	58% 34% 7% 1%	61% 32% 6% 1%
Student	Most questions related to course content or assignments are/were resolved:	In 24 hrs. 2-3 days >3 days NA	62% 30% 3% 5%	65% 27% 3% 6%	62% 28% 3% 7%	63% 27% 3% 7%	66% 24% 3% 7%	71% 20% 2% 7%	72% 20% 2% 6%
Student	My FLVS teacher demonstrated a special interest in my success as a student.	Yes No	96% 4%	97% 2%	97% 3%	98% 3%	98% 2%	98% 2%	98% 1%
Parent	Communication between your child and the teacher of this course is:	Excellent Good Fair Poor DK	59% 30% 7% 2% 1%	63% 30% 5% 2% 1%	63% 28% 6% 2% 1%	65% 27% 5% 2% 1%	49% 41% 7% 1% 1%	54% 38% 6% 1% 1%	57% 35% 5% 1% 1%
Parent	Most questions relating to the course content or assignments are resolved:	In 24 hrs. 2-3 days >3 days NA DK	72% 19% 3% 3% 3%	72% 18% 2% 5% 4%	71% 20% 3% 4% 3%	72% 19% 2% 3% 3%	71% 20% 2% 3% 4%	74% 17% 1% 3% 4%	75% 17% 1% 3% 4%
Parent	This FLVS teacher has shown a special interest in my child's success with FLVS.	Yes No	90% 10%	92% 8%	93% 7%	92% 8%	96% 4%	97% 3%	97% 3%
Parent	How beneficial was the welcome call?	Very Somewhat Not at all No call DK				72% 23% 3% 1% 1%	67% 28% 2% 1% 2%	68% 27% 2% 1% 2%	70% 25% 1% 1% 2%
Exit	Communication with the teacher of this course is/was:	Great Good Fair Poor					29% 40% 23% 9%	28% 39% 22% 11%	29% 39% 21% 10%
Exit	Most questions related to course content or assignments are/were resolved:	In 24 hrs. 2-3 days >3 days NA					48% 28% 7% 16%	47% 24% 7% 22%	48% 24% 7% 22%
Exit	The online teacher demonstrated an interest in your success as a student.	Yes No					88% 12%	88% 12%	89% 12%

Teacher is consistently aware of the student stage in reference to the learning objectives, and consistently interacts with student in a positive and encouraging demeanor which is conducive to effective learning.

FLVS Parent

Course Rigor and Quality

You do more stuff on the online course and you learn more because it is private.

The teachers are friendly and will answer your questions as soon as possible, traditional school cannot be compared to this.

I say much better because there is different websites that they will tell you about that really helps! The teachers can spend one on one time with individual students...Instead of being in a big classroom and not being able to focus on the individual students that need help! The teachers are always right on top of things...They call you when you get behind...And when you need help...They spend one on one time with the students and focus on what they need help on!

This is so because I'm not easily distracted when I'm online and it is easily explained and very thorough.

I like the scope and variety of material available when studying, which makes the difference in quality.

I don't have to worry about if I will have a book to read out of or time to finish before the bell rings.

I don't have to sit around listening to boring explanations and take notes that I'll forget about in 10 minutes.

I think I learn a lot more, because I get to spend more time with the course.

My teacher helps me get through the assignments. In a regular class setting, sometimes teachers don't really have the time to help students one on one. Here, my teacher has the time.

The quality of this online course is much better compared to a traditional class because I feel that my instructor actually cares about what I need in order to be successful in this course. It is also much easier to get in touch with my instructor, and we're not even seeing each other in person!

I think it is much better because in this online class you are treated as an individual. You get the help you need, when you need it. Where in a traditional class you are in a class with at least 20 other students and you don't always get the correct help you need!

The information is clear throughout, along with being very straightforward so almost anyone can remember. Most of the time the main or "key points" are put in bold wording so it's easier to grasp and remember the context for future module tests.

FLVS Students

Table 3 shows the survey items related to the difficulty level and quality of FLVS courses. Percentage ratings remain very consistent for the past seven years. Most student and parent respondents indicate that, on average, students spend about the same amount of time on their FLVS course as students in a school-based course, with the exception of students who drop from FLVS; these students indicate they spend somewhat less time on their FLVS course.

Additionally, these distinctions appear between the two categories of students in their ratings on difficulty and quality levels of FLVS courses. When asked about the level of difficulty of their FLVS course compared to a traditional high school class, 30% of completed students and 45% of dropped students say that their FLVS course was harder or much harder. Forty-four percent of completed students and 38% of dropped students indicate their FLVS course was the same difficulty as a traditional class, and 25% of completed, 18% of dropped students believe their class was easier or much easier. (Please note, the percentages shown here differ slightly than those in Table 3 as they do not include the “not sure” option in order to make a fair comparison to the Exit Survey results.) However, many who believed their course was easier felt so because of some of the qualities built into FLVS courses such as the extra one-on-one attention provided by teachers, the ability to resubmit assignments in order to learn content, the lack of disruptions working from home, and/or the self-pacing structure. Clearly, many variables are at play in this rating. However, the differences between the two groups of students are worth noting.

While course difficulty follows a normal curve distribution for students who complete their FLVS course, with some students finding their FLVS course hard and others having the opposite experience, this same group of students is more consistent regarding the quality of their FLVS course. In fact, when asked to compare the quality of their course with their traditional classroom experiences, over half 58% say it was better or much better and another 48% of completed students indicate it was of the same quality. Only seven percent of the completed student respondents think their FLVS course was worse or much worse than their traditional classroom experience. These responses are similar to the trends shown in the past few years but with a slightly upward trend in favor of higher quality. Students who do not complete provide a little different picture regarding quality with 35% rating their course as much better or better, 48% saying it is the same, and 18% rating their online course as much worse or worse than a traditional classroom course. While the percentage of students rating the FLVS course quality negatively is a larger figure than that indicated by completed students, it is still relatively low especially when considering the population represented by the number. Also, analyses of the Exit Survey responses revealed that, more often than not, students drop out of FLVS due to personal issues or poor time management skills, not because of the quality or the rigor of the course. In fact, only six percent of the Exit Survey respondents gave “course difficulty” as their reason for dropping the online course.

Parents, too, confirm a high level of satisfaction with the quality of FLVS courses. Fifty-three percent (53%) of parents believe their child learns more in the FLVS class than in a traditional classroom format, 31% indicate that the level of learning is the same in both learning arrangements, and three percent think their child learned less in the FLVS course. Again, all of these trends are similar to what has been shown in the past.

Table 3
Course Rigor and Quality

Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08	Percent 08-09	Percent 09-10
Student	The hours per week I spend/ spent on this FLVS course are about:	0-1 hour 2-3 hours 4-5 hours 6-10 hours >10 hours	3% 16% 47% 29% 5%	3% 19% 50% 24% 3%	3% 16% 47% 30% 4%	3% 14% 43% 34% 7%	3% 14% 43% 32% 7%	4% 16% 43% 29% 7%	4% 19% 45% 26% 6%
Student	Compared to a traditional high school class, the difficulty level of this FLVS course is:	Much harder Harder The same Easier Much easier Not sure	8% 22% 33% 15% 6% 17%	6% 20% 36% 18% 6% 14%	6% 21% 36% 17% 4% 15%	6% 21% 37% 17% 5% 14%	6% 19% 38% 18% 5% 14%	6% 22% 41% 18% 6% 8%	6% 21% 39% 20% 7% 8%
Student	Compared to a traditional high school class, the quality of this FLVS course is:	Much better Better The same Worse Much worse Not sure	22% 28% 28% 5% 1% 17%	22% 29% 29% 5% 1% 14%	18% 30% 30% 5% 1% 16%	19% 29% 31% 6% 1% 15%	20% 29% 31% 5% 1% 15%	23% 30% 32% 5% 1% 8%	24% 30% 31% 5% 1% 8%
Parent	On average, the number of hours per week your child spends/ spent on this FLVS course is:	0-1 hour 2-3 hours 4-5 hours 6-10 hours >10 hours	1% 12% 43% 37% 7%	2% 14% 48% 32% 4%	1% 10% 44% 39% 7%	2% 11% 42% 39% 5%	2% 12% 41% 37% 8%	2% 13% 41% 36% 9%	2% 14% 42% 34% 8%
Parent	Please rate your child's learning experience in this FLVS course(s) as compared to most traditional high school courses.	Learned more Learned same Learned less DK NA	50% 30% 4% 16%	49% 32% 3% 15%	56% 27% 3% 14%	53% 30% 4% 14%	53% 31% 3% 7% 5%	53% 30% 3% 6% 7%	53% 31% 3% 6% 7%
Exit	The hours per week I spend/ spent on this FLVS course are about:	< hour 1-2 hours 3-4 hours 5-10 hours >10 hours					13% 30% 36% 16% 4%	17% 35% 33% 12% 2%	16% 36% 33% 12% 2%
Exit	Compared to a traditional high school class, the difficulty level of this FLVS course is:	Much harder Harder The same Easier Much easier					14% 31% 39% 14% 3%	16% 34% 42% 6% 1%	14% 31% 38% 15% 3%
Exit	Compared to a traditional high school class, the quality of this FLVS course is:	Much better Better The same Worse Much worse					10% 26% 47% 14% 3%	9% 25% 48% 15% 3%	10% 25% 48% 15% 3%

Austin was failing most of his classes by the time I pulled him out of traditional middle school. This was even with us in contact with his teachers daily. It just wasn't working for him. The other poor behaved children were such a distraction to my ADHD child that he was unable to concentrate at traditional public school. Once Austin started FLVS, I started to see him "come back to life" and enjoy learning once again. I am so grateful for Florida Virtual School.

I could not keep my son in public school as his health was being affected from the stress. I cannot afford private school, and I don't think it would have helped him anyway cause the curriculum would have overwhelmed him. Had it not been for virtual school, I probably would have had to try to school him myself, which I am not trained to do.

Jade came to ___ County over Christmas vacation from ___ County. Her first day in the public school in ___ County was a disaster....2 fights the cops had to break up, kids running amok in the classroom, getting juice thrown at her. The county would not reassign her to another school....We don't have the money for some of the other homeschool programs. FLVS was a God sent. Have told everyone about you!

FLVS gave David the opportunity to work different class subjects at different paces depending upon his learning strengths and weaknesses. The traditional classroom setting wasn't working for him.

He is a Senior who is also taking dual enrollment, because his goal is to graduate from high school but at the same time graduate with an AS Degree in Computer Science. He has been taking 6 classes this semester so he has a full schedule from 7:25am to 9:00pm every day and at 9:00pm when he got home he would do FLVS. So his goal of graduating with an AS degree would not have been possible if he had not taking history course he need through FLVS.

My child was unable to focus on school when she was in public school. Without virtual school there is no telling where she would be now in her education.

FLVS Parents

Overall Quality

Survey ratings pertaining to overall quality of services/programs provide clear evidence that FLVS is doing a tremendous job serving Florida's citizens. For seven years in a row, stakeholders from all educational sectors, including students who do not remain in their FLVS course, give high ratings on their overall satisfaction with FLVS. Both district and school personnel believe, overwhelmingly, that FLVS benefits students on an individual basis and that the virtual learning environment is helpful to schools and districts at the organizational level as well. In fact, the percentage of school personnel who think FLVS benefits their school increased in the past two years, going from numbers in the seventy and eighty percentage range to 92% last year and 91% this year. Perhaps, this is a result of school personnel finally becoming use to the idea of sharing their students with FLVS in an attempt to provide optimum service to all students. Also, school level people are very pleased with the quality of service provided by FLVS, with almost half, 48% of school respondents rating the quality of FLVS as "excellent." This number mirrors that of last year's. Parents and students, too, provide enormous support for FLVS and the large

majority would recommend the school to others. In fact, most parents (92%) would encourage their own child to participate in FLVS courses in the future and, for the second year in a row, almost all (99%) would recommend FLVS to other parents. Even the majority of those individuals who one would think would be FLVS' greatest critic, i.e. those who drop their FLVS course, think highly enough of the online organization to recommend it to others.

Table 4
Overall Quality

Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08	Percent 08-09	Percent 09-10
District	Does FLVS benefit your district?	Yes No	100% 0%	97% 3%	100% 0%	100% 0%	97% 3%	100% 0%	97% 3%
District	Does FLVS benefit students?	Yes No	100% 0%	97% 3%	100% 0%	100% 0%	100% 0%	100% 0%	100% 0%
School	Please rate the quality of your school's experience with FLVS.	Excellent	36%	33%	47%	48%	58%	48%	48%
		Good	47%	42%	40%	40%	35%	43%	45%
		Fair	11%	9%	8%	6%	5%	6%	5%
		Poor	2%	2%	1%	1%	2%	1%	1%
		NA	4%	13%	4%	5%		1%	1%
School	Does FLVS benefit your school?	Yes	88%	79%	89%	88%	87%	92%	91%
		No	3%	6%	5%	4%	6%	4%	4%
		NA	9%	15%	6%	8%	7%	4%	5%
School	Does FLVS benefit students?	Yes	98%	90%	94%	96%	96%	98%	98%
		No	1%	0%	2%	1%	2%	1%	1%
		NA	1%	10%	5%	3%	3%	1%	1%
Student	I would recommend FLVS to other students.	Strongly agree	58%	60%	54%	59%	52%	53%	52%
		Agree	35%	35%	39%	35%	43%	42%	42%
		Disagree	4%	3%	5%	4%	5%	4%	4%
		Strongly disagree	2%	1%	2%	2%	1%	1%	1%
Exit	I would recommend FLVS to other students.	Strongly agree					44%	43%	42%
		Agree					41%	42%	42%
		Disagree					4%	3%	3%
		Strongly disagree					2%	2%	2%
		Not sure					10%	11%	12%
Parent	Please rate the quality of your child's experience with FLVS.	Excellent	66%	62%	61%	61%	51%	62%	62%
		Good	28%	32%	33%	31%	40%	34%	34%
		Fair	4%	4%	5%	5%	7%	3%	3%
		Poor	2%	1%	1%	2%	1%	1%	1%
Parent	Would you encourage your child to take another FLVS course?	Yes	92%	91%	92%	91%	92%	95%	92%
		No	8%	9%	8%	9%	8%	5%	8%
Parent	Would you recommend FLVS to other parents?	Yes	97%	98%	97%	97%	97%	99%	99%
		No	3%	2%	3%	3%	3%	1%	1%

FLVS provides the opportunity for students to accelerate their schedules, make up course work, keep up with their courses if they are homebound due to an illness or an accident; and students have the flexibility to take courses outside of their regular school day and in the summer.

It allows for course recovery and summer school that we cannot offer due to budgetary constraints.

FLVS offers a free way for students to access credit recovery and acceleration courses, along with expanding course offerings to our students.

District Contacts

Areas of Concern and Recommendations

In each survey, participants were asked to indicate any areas of concern and/or recommendations for improving FLVS services. Many stakeholders used this survey item to provide praise for FLVS, its services and its top quality staff. In addition, some very specific recommendations were provided, these are indicated below.

District:

Common major issues included: difficulties dropping or adding an FLVS course, the gap between enrollment in an FLVS course and its start date, and the motivation and maturity level required for a student to be successful in FLVS. Some district personnel reported that they never encountered a major issue or challenge with FLVS. Also, several individuals mentioned how they would like to see FLVS expand its course offerings.

School:

School-based respondents noted a variety of issues associated with FLVS. Some of the more common issues included:

- Students not completing coursework.
- Students over-estimating their willingness, ability, and maturity to perform the work, especially at home.
- Problems with students' technology (or lack thereof) at home.
- Enrollment/registration problems.

Please note, the issue of school-based guidance counselors having to put in too many hours related to FLVS was not a highly repeated concern this year.

Parents:

As the years pass, Florida Virtual School has seen the amount of parental complaints and the amount of technical issues reported decrease. The majority of parents responding to this survey have provided increasingly positive, helpful feedback on recommendations for improvement of the Florida Virtual School. Many parents agree that FLVS should be more widely known and better advertised, and that all Florida students should have the option of taking an FLVS course clearly presented to them.

Students:

There were no major issues and/or recommendations provided by students. In fact most of the recommendations made were compliments to FLVS and the quality of services it provides. Students praised all aspects of the program, including the teachers, coursework, format, quality, and communication. Some of the suggestions provided included adding more technology into the courses, providing more student-student interaction within each course, expanding course offerings, and offering an FLVS diploma.

Exit:

When responding to the survey item regarding what FLVS could have done to help keep students from withdrawing, the most frequent answer was nothing, followed by decrease difficulty level. Individuals indicating other were encouraged to expand on this choice in the open-ended section of the survey. Students provided an array of ideas, but often cited that increasing the amount of time to complete work would have helped. Students also expressed in this section that personal issues, technical issues, and instructional issues made their courses difficult. Also, many students remarked that they were not clear that they had been dropped/removed from the course. This issue of students being dropped without their knowledge is one that has been consistent in the Exit Survey findings since its inception three years ago. It is recommended that FLVS review its communication processes regarding students' status and determine if there are additional avenues for communication in order to eliminate confusion on students' behalf.

SURVEY QUESTION GUIDE

The following section has been provided for readers in order to easily locate feedback on any or all of the questions throughout the five stakeholder surveys. For each survey, individual survey questions are listed along with the particular page number where information on the item is located.



District Survey

2009-2010

Are FLVS policies and procedures clearly communicated to the affiliated districts?	page 2
Does FLVS provide you with the information you need to monitor the progress of your district's FLVS students?	page 3
Do district personnel use FLVS administrative accounts to monitor student progress over the web?	page 4
Do you receive sufficient support from your Primary FLVS Contact?	page 5
Are high school students in your district aware of FLVS? Estimate the percentage.	page 6
Has lack of school technology been a barrier for some students in accessing FLVS courses?	page 8
Has lack of home technology been a barrier for some students in accessing FLVS courses?	page 8
How does your district ensure that all students have access to FLVS courses?	page 10
Does your district place any specific limitations on students regarding access to FLVS?	page 12
Does your Pupil Progression Plan specify policies regarding students' participation in FLVS courses?	page 14
Does your district implement any specific strategies to encourage minority enrollment in FLVS?	page 16
Have you had any concerns about FLVS courses?	page 17
Does FLVS benefit your district?	page 18
Does FLVS benefit students?	page 19
Has your district utilized FLVS to accommodate students with extraordinary circumstances (travel, sports, performing arts, hospital homebound)?	page 20
What are the major issues or challenges associated with FLVS?	page 21
Recommendations for how FLVS may serve your district better:	page 22

Does your school encourage enrollment in FLVS courses?	page 2
Please indicate the ways in which students schedule FLVS courses into their curriculum.	page 3
Approximately, what percentage of your school's students is aware of FLVS?	page 4
How do students in your school learn about FLVS?	page 4
Do students take advantage of the FLVS FCAT Prep course?	page 5
Are you familiar with the Counselor Resources page of the FLVS website?	page 6
Are you familiar with the "Terms of Agreement" between your district and FLVS?	page 7
Does FLVS provide you with the information you need to monitor the progress of your FLVS students?	page 8
Do school personnel use FLVS administrative accounts to monitor student progress over the web?	page 10
Have you or other school personnel had contact with your primary FLVS contact?	page 11
Please rate the level of service you receive from your primary FLVS contact.	page 12
Please rate the frequency of technical problems experienced by students in their FLVS courses.	page 15
Do you receive FLVS information from your District Contact person in your district?	page 17
Has lack of school or home technology been a barrier for some students in accessing FLVS courses?	page 18
Does your school place any specific course limitations on students regarding access to FLVS?	page 20
Please rate the quality of your school's experience with FLVS.	page 21
Have you had any concerns about FLVS courses?	page 23
Does FLVS benefit your school/students?	page 25
What are the major issues/challenges associated with FLVS?	page 26
Recommendations for how FLVS may serve your school better:	page 27

Student Survey

2009-2010

Please rate yourself on the following statements: <ul style="list-style-type: none"> • I am highly motivated and self-disciplined. • I can set a personal schedule and complete assigned work by the required dates. • My writing and communication skills are better than average. • I try to solve problems and work through difficulties independently. • I can read and follow detailed instructions on my own. 	page 2
Public, private or home schooled?	page 3
The main reason I enrolled in FLVS:	page 3
My general computer/internet experience prior to FLVS:	page 5
What kind of computer do you use?	page 6
What kind of Internet connection do you primarily use?	page 6
Which of these technologies do you use regularly?	page 7
Technical problems with FLVS:	page 8
Most technical problems are resolved by:	page 9
The learning management system is:	page 10
Accessing my FLVS course is:	page 11
The online registration process is:	page 12
The goals and objectives of this FLVS course are:	page 13
Overall, the directions throughout this course are:	page 14
This FLVS course captures/captured my attention.	page 14
The course materials provided to me assist/assisted me in being successful in this course.	page 15
Communication with the teacher/other students of this course is/was:	page 16

Student Survey

2009-2010

Most questions related to this course or assignments are/were resolved:	page 16
I speak to the teacher of this course:	page 17
My FLVS teacher demonstrated a special interest in my success as a student	page 17
Communication methods used by teacher	page 18
Students' preferences regarding modes of communication with teacher	page 19
External resources used in course	Page 20
Most useful external resources for gaining a better understanding of course materials	Page 20
The hours per week I spend/spent on this FLVS course are about:	page 21
Compared to a traditional high school class, the difficulty level of this FLVS course is:	page 21
Compared to a traditional high school class, the quality of this FLVS course is:	page 22
I would recommend FLVS to other students.	page 23
I found out about FLVS from a:	page 25
What part of this statement, "Any time, any place any path, any pace," is most important to you in relation to your FLVS course(s)?	page 26
The best thing about FLVS is:	page 28
Recommendations for FLVS:	page 31

Parent Survey

2009-2010

What is the highest degree earned by your child's mother, father, or guardian?	page 2
Is your child a public, private or home schooled student?	page 3
How does your child access FLVS courses?	page 4
The main reason your child enrolled in FLVS was:	page 5
Have your child spoken to a FLVS School Counselor?	page 7
If your child spoke to a FLVS School Counselor, was the School Counselor helpful?	page 7
Please rate the level of technical problems experienced by your child in his/her FLVS course(s):	page 9
Most questions relating to technical problems are resolved:	page 11
Most of my child's technical problems are resolved by:	page 11
On average, the number of hours per week your child spends/spent on this FLVS course	page 13
Communication between your child and the teacher/other students in the course is:	page 14
What communication mode did you/your child find most helpful with this particular course and teacher?	page 15
FLVS teachers are required to speak to FLVS students and parents once per month. Do you feel this expectation has been met?	page 16
How beneficial was the welcome call for this course?	page 17
How long was the welcome call for this course?	page 18
This FLVS teacher has shown a special interest in my child's success with FLVS.	page 19

Parent Survey

2009-2010

Most questions relating to the course content or assignments are resolved:	page 20
Please rate your child's learning experience in this FLVS course(s) as compared to most traditional high school courses.	page 21
Please rate the engagement level of this FLVS course compared to most traditional high school courses.	page 22
Please rate the quality of your child's experience with FLVS.	page 23
Do FLVS courses engage your family in the learning process?	page 25
Would you encourage your child to participate in other FLVS courses?	page 27
Would you recommend FLVS to other parents?	page 28
What part of the FLVS motto, "Any time, any place, any path, any pace," is most important for your child?	page 30
Has your child experienced any school or district level barriers that have kept him/her from taking courses with FLVS?	page 32
The best thing(s) about FLVS is:	page 34
Recommendations for the FLVS:	page 35

Did you start this course or do any of the course work?	page 1
What is the main reason you enrolled for the FLVS course?	page 2
Did you receive a welcome call before or after you decided to drop the course?	page 3
The overall reading level of this course was:	page 4
Certain assignments or modules in the online course were particularly difficult.	page 5
The goals and objectives of this online course were:	page 7
Overall, the directions throughout the course were:	page 8
The online course captured my attention.	page 9
Communication with the teacher of this course was:	page 10
Most questions related to course content or assignments were resolved:	page 11
The hours per week spent on this course were about:	page 12
Compared to a traditional school class, the difficulty level of this online course was:	page 13
Compared to a traditional school class, the quality of this online course was:	page 15
Compared to a traditional school class, the engagement level of this course was:	page 16
The online teacher demonstrated an interest in your success as a student.	page 17
Are there any changes that could be made that would have helped you stay in the course?	page 18
What other resources or assistance might have helped you continue in the course?	page 20
What is the main reason you dropped this course?	page 22
Could FLVS helped or done anything differently that would have resulted in you staying enrolled in the course?	page 24
Would you consider registering for another course with FLVS in the future?	page 25
Would you recommend FLVS to other students?	page 25